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AUTHOR Young, Ken M.
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ABSTRACT

This document offers brief discussions of the basic steps in planning--focus the planning effort, determine goals and priorities, identify resources and restraints, formulate objectives, generate alternative methods, analyze and select the best methods, develop a program of action, and evaluate the process and the results. (IRT)

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THE BASIC STEPS OF PLANNING

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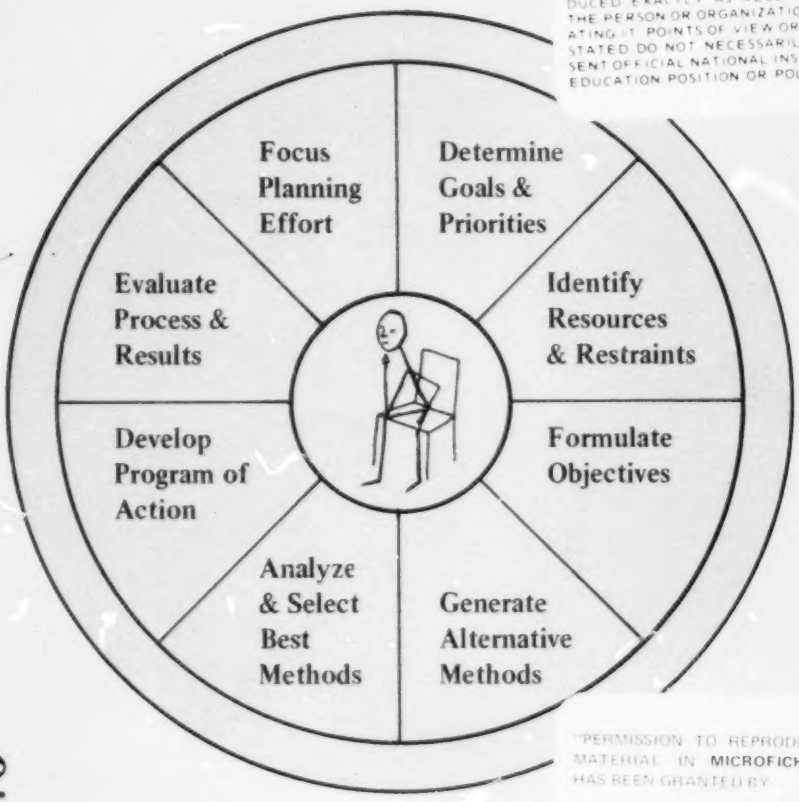

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BY KEN M. YOUNG

THE BASIC STEPS OF PLANNING

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THE PLANNING MODEL

Planning is an activity in which people engage to make the future better than the present. It is a social activity; and, therefore, it should be performed *with* people, not *for* people. The author believes that in our complex society, systematic planning not only is necessary for achieving desired outcomes, but also may soon be a requirement for survival.

The Basic Steps of Planning is based on the belief that those persons who know where they want to go in life and what it takes to get there have a much better chance of succeeding than those who are not sure of where they are going or why. The booklet is designed to explain the planning process and to serve as a guide in assisting people to understand the general nature of the process.

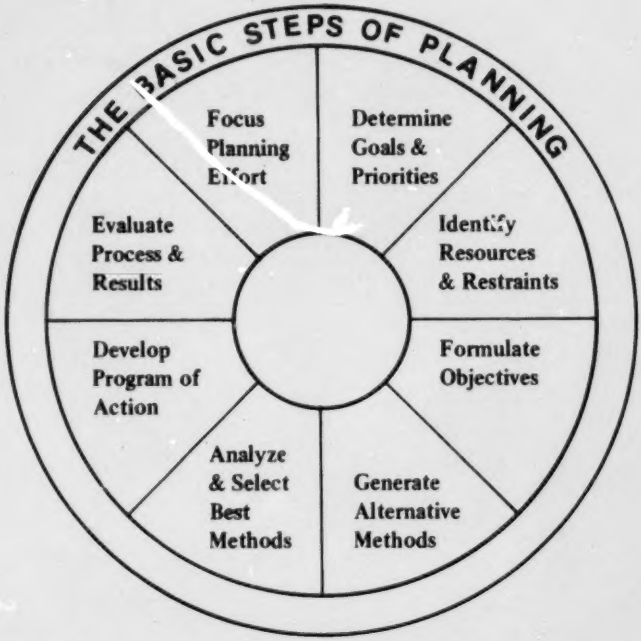
The process called *planning* has fundamental procedures which are applicable in any planning situation. The following definition is lengthy, but it is intended to be a working definition. Planning is defined in terms of the questions a planner must answer in trying to determine the best course of action.

Planning is the continuous process of obtaining, organizing, and using information systematically to make decisions about:

1. What is the scope of the planning effort and who will be involved;
2. What outcomes are desired;
3. What resources will help the effort and what restraints will hinder the effort;
4. What specific things must be achieved to reach the goals;
5. How many methods or ways are possible to accomplish each specific thing to be done;
6. Which method or methods are best;
7. Who is going to implement the methods and when; and
8. Whether the effort was successful, and, if not, what changes need to be made.

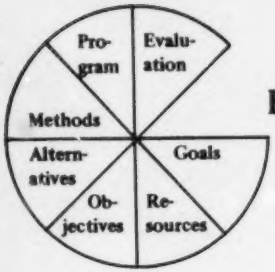
The questions posed in the definition are the same ones which an individual subconsciously thinks through every time he or she performs a purposeful act. Most people perform these fundamentals of planning many times a day without realizing it consciously. It is

when the questions are asked at the conscious level that the process becomes a systematic planning effort with the following basic steps as shown in the Planning Model.



Planning is continuous in nature, and the model presents the process as a cycle of basic steps. Each step is related to the other steps because decisions made at one step are dependent upon decisions made at other steps in the process. As each step is presented, an example is given of how that particular planning step might be applied. Examples are presented which refer to the area of community planning because everyone lives in a community. However, each example is intended to be just that—an example. The nature of planning is such that, although the procedures for applying the fundamentals vary depending on the planning situation, the steps in the process are basically the same for all planning efforts. Thus, the purpose of the examples is to help readers gain a working knowledge of the planning process which they can apply in any desired situation.

To begin the process of planning, the first basic step in the cycle is to focus the planning effort.



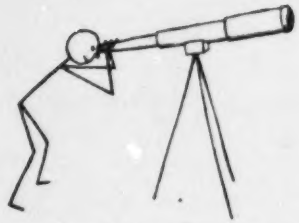
FOCUS PLANNING EFFORT

Once the commitment to plan has been made, the first action is to determine the scope of what is to be done. This procedure is called focusing. Bringing the planning effort into perspective is similar to focusing a camera, microscope, or telescope. It is the activity of limiting and separating that which is to be concentrated on from its surroundings. Thus, focusing places an imaginary boundary around something, clearly identifying it to those involved in the planning process.

In planning, the scope or dimensions of what is to be done should be described so that everyone concerned understands completely:

1. What is to be planned;
2. What type of process will be used to plan;
3. Who is to be involved in, or directly affected by, the planning effort; and
4. Whether the planning effort is for immediate or long-range improvement.

Sometimes the act of focusing seems so obvious that it is not included as a basic step. Experience in planning activities, however, indicates that individuals and groups often become confused when the planning effort is not focused. Focusing also helps to ensure that planning is performed *with* people, not *for* people, in addition to ensuring that the dimensions of the effort are understood.



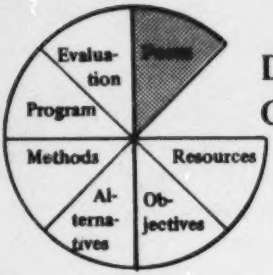
IN PLANVILLE

Planville is a small town with a population of 10,000 residents, whose geographic boundaries are well defined by the confluence of two streams and two highways. The town has an elected town council and a mayor. The current planning effort resulted from the recently elected mayor's campaign promise to improve the quality of life in Planville. In keeping with the promise, the mayor recommended, and the town council approved, the formation of a Citizens Planning Committee for Planville. A committee of nine citizens, one from each of the nine neighborhood districts in Planville, was appointed by the mayor and the committee was charged with the responsibility for developing a plan to improve the quality of life in Planville.

The Citizens Planning Committee held its first meeting to determine what needed to be done to get the planning effort underway. The committee agreed that the following procedures would be used:

1. The total community would be involved in the identification of major concerns and desires regarding the quality of life in Planville.
2. The planning committee would translate these concerns and desires into goals and then allow the citizens to determine which goals should be addressed first.
3. The planning committee would analyze the community and identify the major resources and restraints for achieving each of the goals.
4. The planning committee would formulate specific objectives for the priority goals and assign sub-committees or task forces for each of the goals selected.
5. Each task force of citizens would be responsible for developing specific objectives for its particular goal.
6. Each task force working on a particular goal would present the possible methods for achieving its objectives to the Citizens Planning Committee.
7. The planning committee would establish the criteria and select the methods to be used for achieving the objectives.
8. Each task force would then be charged with developing and implementing its program of action to achieve the assigned goal and objectives.
9. An overall plan for monitoring, reporting and communicating also would be established prior to any program of action being implemented.

With this focusing process performed, the Citizens Planning Committee was ready to begin the planning process to improve the quality of life in Planville.



DETERMINE GOALS & PRIORITIES

In the planning process, there is an important distinction between goals and objectives. When people refer to goals and objectives as though they were the same thing, they confuse the planning effort. Goals are broad, general statements of desired outcomes. Objectives are more concrete statements of specific desired outcomes which are parts of achieving a goal. They are the small parts or pieces which, when put together, make up the goal. Therefore, in planning, it is impossible to formulate objectives without first determining goals.

The very nature of planning is goal-oriented. Goals are the foundation of the entire planning process, and, without goals, planning is not possible. A goal is an expression of an intended or desired outcome. Although goals are usually broad and general in nature, they should never be vague or fuzzy. Unless a goal is understood clearly by all people involved, it will be difficult, if not impossible, to gain the support and commitment necessary for goal achievement.

In personal planning, goals are derived from personal desires and concerns. These desires and concerns are expressions of an individual's beliefs, values, or philosophy. In institutional and organizational planning, goals are derived also from the desires and concerns of all who collectively make up the group. However, the collective desires and concerns are controlled by the purpose and mission of the institution or organization.

To determine or establish goals, the desires and concerns of the individuals involved must first be identified. This process is sometimes incorrectly referred to as *needs assessment.* Technically, *needs* represent the difference between the current status (what is) and the goals (what should be). Thus, without goals, there are no needs.

The desires and concerns of the individuals involved are usually discerned through the use of surveys, interviews, and/or group discussions. Inclusion of all persons directly affected by the plan in the

goal-setting process enhances understanding, interest, and commitment when action and resources are needed to help achieve the goals that are set.

When the list of desires and concerns is completed, it should be translated into goal statements. Care should be taken to ensure that all desires and concerns are represented in the list of goal statements before any attempt is made to determine the importance of each of the statements. Once all the goals have been determined, their priority should be established by group concensus; and they should be listed in order of importance or urgency.

Determining priorities is a necessary part of systematic planning because initially it usually is not possible to pursue all the goals. Arriving at a concensus on priorities by those involved in the planning effort is critical to the maintenance of group commitment to the effort. The criteria used to determine priorities will vary depending on the planning situation. However, if a group is inexperienced in the planning process, it is usually advisable to give priority to goals which are short-ranged and of the greatest potential benefit to a majority of those involved. Successful achievement of a goal encourages the group's continued involvement and commitment.

IN PLANVILLE

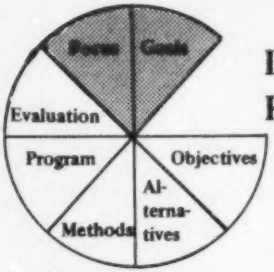
Several meetings were held throughout the community of Planville to identify the major concerns and desires of the people. Because attendance at these meetings was not representative of the total community, the local newspaper as well as various neighborhood and community organization surveys were used to determine changes which were needed to improve the quality of life in Planville. The process of gathering information produced a long list of concerns and desires of the local people.

The Citizens Planning Committee met and translated this list of concerns and desires into twenty general areas. The citizens of Planville were then asked to review the list and indicate the areas which they believed to be the most urgent and important. Based on the response of the local people, the areas of concern were placed in order of priority. The first four on the list were to be given top priority during the coming year. The general areas of concern included:

1. Increasing the educational opportunities for Planville residents who are over 18 years of age;
2. Enlarging the mass transportation system to serve the entire community;
3. Improving the recreational opportunties for all age groups in Planville; and,
4. Providing more low-cost, single-family housing units.

Goal statements then were written for each of the four priority areas. The goal statement for area # 3 was:

Goal: Recreational opportunities will be available for all age groups in the community of Planville by next summer.



IDENTIFY RESOURCES & RESTRAINTS

After the planning effort has been focused, the goals have been stated, and priorities have been determined, the next basic step in the process is to analyze the setting and to determine, in a general sense, the major resources and restraints. This activity must be performed for each goal because a resource for one goal may be a restraint for another.

A list of resources and restraints should be made for each goal. Resources are those things which help, support, and/or have positive impact upon the achievement of a certain goal. Restraints are those things which hinder, inhibit, and/or have negative impact upon goal achievement.

Some of the more common elements usually identified which may be either resources or restaints are:

people	materials	geography
money	transportation	technology
facilities	structure	culture
time	environment	communications
agencies	laws	institutions

IN PLANVILLE

The Citizens Planning Committee began to analyze the Planville community to identify the major resources which they believed would help accomplish their goals. The group also identified the forces that might cause them some problems when they began their program of action.

The following list resulted when these community leaders applied this basic step to their priority goal # 3.

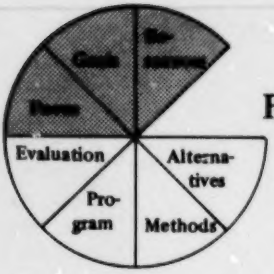
Goal: Recreational opportunities will be available for all age groups in the community of Planville by next summer.

Resources

1. parks
2. schools
3. publicly-owned land
4. civic organizations
5. business and industry
6. attitudes of citizens

Restraints

1. lack of money
2. lack of recreation leaders
3. lack of organization to coordinate recreation efforts.



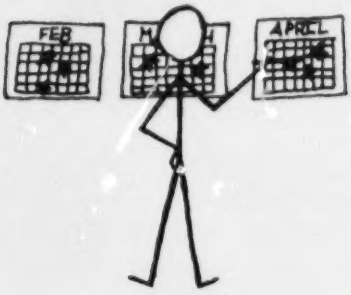
FORMULATE OBJECTIVES

In planning, objectives are formulated through the process of analyzing the goal statement and breaking it down into workable parts. Each objective should be specific and clearly stated, so that everyone involved in the planning effort understands exactly what is to be accomplished. These objectives serve as statements of the desired outcomes or purposes around which programs and activities are developed.

Too often, individuals and groups design elaborate programs and activities and then attempt to justify their *plan* by proposing that it will bring about certain desirable outcomes. In rational, systematic planning, the objectives must precede the program of action. In fact, without objectives there is no need or purpose for a program of action.

Formulating the objectives from a goal statement is a two-step activity. First, all the desired outcomes which are necessary to the achievement of a goal must be determined. Second, an objective statement must be written for each one in such a manner as to ensure that the objective is clearly understood by everyone involved in the planning effort. Clarity of an objective requires that the desired outcome be stated specifically, including who is to benefit from the outcome and when the outcome is to be achieved.

IN PLANVILLE



The members of the Citizens Planning Committee were having a difficult time trying to develop a program of action for the broad, general goal on recreational opportunities, so they decided to break the goal down into more workable parts. These parts were the outcomes needed to accomplish the larger goal. These small outcomes were more specific than the goal and were stated so that everyone in the community knew exactly what was to be achieved.

After several drafts and rewrites, the objectives were stated as follows:

Goal: Recreational opportunities will be available for all age groups in the community of Planville by next summer.

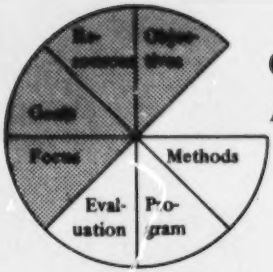
Objective # 1: By January of next year, all potential outdoor recreation sites in Planville will be identified.

Objective # 2: By January of next year, all potential facilities for indoor recreation in Planville will be identified.

Objective # 3: By February of next year, all businesses, industries, government and public agencies, and civic organizations in Planville will be contacted to determine what funds are available for supporting recreation.

Objective # 4: By March of next year, the citizens of Planville will be contacted to determine what types of recreational activities they desire to have available.

Objective # 5: By April of next year, a report will be made to the citizens of Planville which lists and describes the new recreational opportunities to be available by the summer.



GENERATE ALTERNATIVE METHODS

Once a group makes a commitment to develop a plan, focuses on what the plan is to be, determines the goals and priorities, identifies the major resources and restraints, and states the specific objectives for each goal, it is ready to begin determining ways to bring about the desired outcomes. Thus, the planning effort moves to the basic step of generating alternative methods.

There are many ways to do nearly anything. Given certain conditions, some ways are better than others. Sometimes, however, the idea of doing something in a different manner is never considered. Because people are creatures of habit and feel more secure with things that are familiar, they tend to consider only the established or traditional way. Whatever the reason, most people are not creative unless they are given a situation where creativity is required for meeting basic needs.

In the planning process, the basic step of generating alternative methods provides an opportunity for creativity. The purpose of this step is to identify as many ways or methods as possible which could achieve the stated objectives. Whatever techniques are used to stimulate idea generation during this phase of planning, even seemingly ridiculous ideas and suggestions should not be omitted. A conscious effort not to criticize or evaluate should be made by those involved in the idea-generation process. Only after all the alternatives have been generated and listed for each objective, should each alternative be analyzed and criticized. Because many people tend to evaluate each method personally as it is proposed, the step of generating alternative methods is one of the most difficult steps in the planning process.

IN PLANVILLE

The Citizens Planning Committee held several neighborhood meetings for the purpose of identifying possible ways to accomplish each of the five objectives formulated for the recreational goal. Because of the diversity of the community population, different approaches for achieving the objectives surfaced during each meeting.

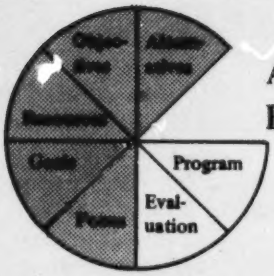
Some of the methods suggested for achieving objective #4 were:

Goal: Recreational opportunities will be available for all age groups in the community of Planville by next summer.

Objective #4: By March of next year, the citizens of Planville will be contacted to determine what types of recreational activities they desire to have available.

Suggested Alternative Methods:

1. Use a mail survey.
2. Use a newspaper survey.
3. Have certain civic groups conduct home-visit interviews.
4. Send a survey form home from school with students.
5. Have the businesses and industries conduct a survey of their employees.
6. Have the churches survey their members.
7. Have students from the schools interview all the residents in their neighborhood.
8. Have the banks distribute and collect survey forms from their customers.
9. Conduct a contest and award a prize for the ten citizens who collect and submit the largest number of individually signed survey forms.

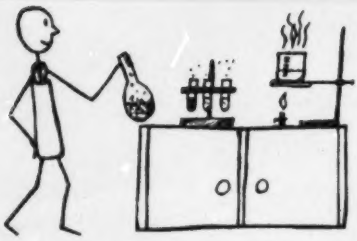


ANALYZE & SELECT BEST METHODS

Ideally, during the previous planning step, a number of promising methods for achieving each objective have been generated. Decisions must be made now on which method or methods would be best to use in the program of action. Each alternative should be analyzed carefully. Should the wrong alternative be selected, it is doubtful that the objective and, subsequently, the goal will be achieved. Selecting the method or methods to use requires a combination of systematic analysis and human judgement.

The analytic or examination activities are best performed when some criteria exist or are developed with which to judge the merits of each proposed alternative method. Without established criteria, the analysis procedure loses its rationality and becomes an emotional and biased process. The use of accepted criteria to analyze alternatives does not guarantee that the best methods will be selected, but it does provide the decision makers with the best possible information for making the selection.

Some of the common criteria used to analyze alternative methods for achieving an objective include cost, convenience, effectiveness, and feasibility. Regardless of the list of criteria established, certain ones usually will be more important than others in judging the potential of the proposed alternatives. These criteria should be determined and understood by all involved in the decision-making process. After the criteria have been established, their relative weight determined, and each alternative analyzed, the selection of the method or methods to use in the program of action can be made.



IN PLANVILLE

The task force leaders and citizens of Planville had generated several alternative methods for achieving each of the objectives. In some cases, after criteria had been established, more than one suggested method was selected. In other cases, a combination of several methods was chosen as the best approach. However, only one method was selected to achieve objective # 4 for the recreation goal. The criteria used, as well as the results of the analysis process, are shown below.

Goal: Recreational opportunities will be available for all age groups in the community of Planville by next summer.

Objective # 4: By March of next year, the citizens of Planville will be contacted to determined what types of recreational activities they desire to have available.

Criteria	*Alternative Methods*								
	1	2	3	4	5	6	7	8	9
Economical	1	2	3	3	3	3	3	3	2
Dependable	2	1	3	2	2	2	3	2	2
Effective	1	1	3	2	2	2	3	2	2
Convenient	3	3	2	2	1	1	3	3	1
Acceptable	3	3	2	3	2	1	3	3	2
	10	10	13	12	10	9	15	13	9

Weighting Scale Low = 1 Average = 2 High = 3

Alternative # 7 was selected by the Citizens Planning Committee as the best method for achieving objective # 4. This alternative was to have students from the schools interview all the residents in their neighborhoods.

The Citizens Planning Committee believed that, in addition to meeting the criteria most completely, this method would be a good way to involve young people in helping to improve their community.

DEVELOP PROGRAM OF ACTION

The basic step of developing a program of action is sometimes referred to as finalizing the plan. The word *program* is often preferred to the word *plan* because many individuals perceive *plan* as an object which is complete and finished. Conversely, the term *program* conveys the idea of something that is in motion or something that is active and continuing to happen.

It is possible to develop a program of action which is comprehensive enough to involve several goals. It is usually more manageable, however, to develop a program of action for each separate goal statement. The program of action, thus, becomes the organized approach in bringing about the desired outcome.

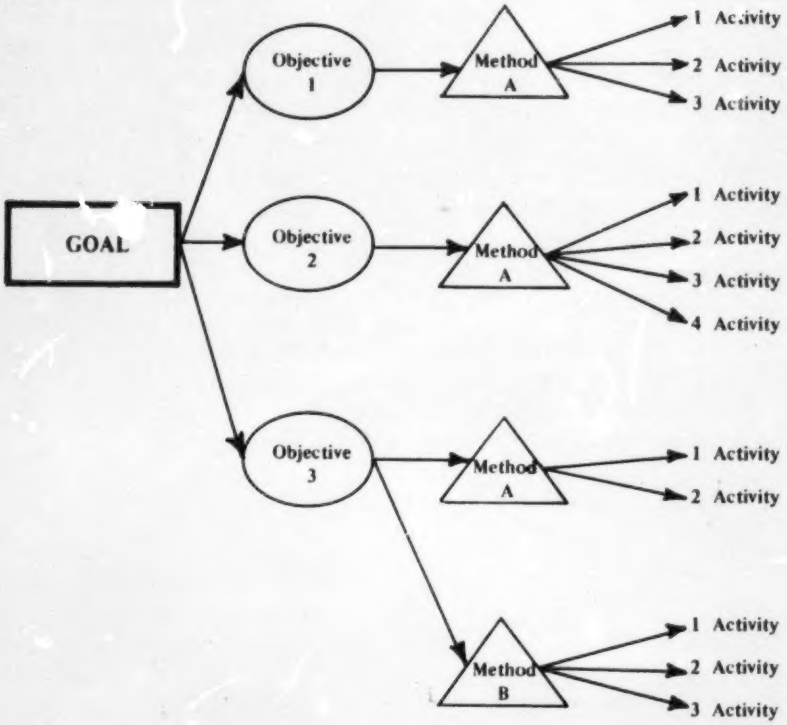
Although many of the decisions regarding the content of the program of action have been made in the preceding basic steps of planning, critical decisions concerning various aspects of implementation must be made during the program development step. These decisions need to be reached before the methods selected in the prior step can be implemented. The program development procedures in the planning process provide answers to the following questions:

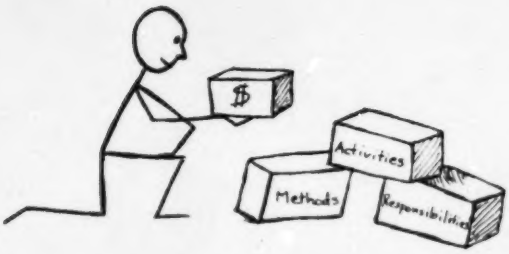
1. What are the major activities necessary to implement the methods selected?
2. Who (specific names) will be responsible for performing each of the major activities?
3. What are the starting and completion dates for each of the major activities?
4. What are the basic resources (people, money, materials, facilities, etc.) needed to perform each major activity?

When these questions have been answered, all the activities are organized and listed under each method, the methods are organized and listed under each objective, and the objectives are organized and

listed under each goal statement. Thus, a program of action includes at least four major components:

1. Goal Statement
2. Objectives
3. Methods
4. Activities





IN PLANVILLE

In order to manage all the various projects and activities that would soon be started in Planville, the Citizens Planning Committee organized all the proposed efforts into a program of action which was printed in the local newspaper. It was believed that the chances for success would be greatly increased if all the citizens understood what was to happen in Planville.

A program of action was developed for each of the four "priority" goals. The following section of the proposed program of action was clipped from the local newspaper in October.

PLANVILLE CITIZENS TO IMPROVE RECREATION

Goal: Recreational opportunities will be available for all age groups in the Planville community by next summer.

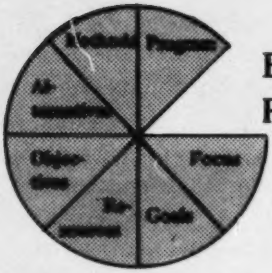
Objective # 4: By March of next year, the citizens of Planville will be contacted to determine what types of recreational activities they desire to have available.

Method to Be Used: Public school students in grades six through twelve will interview all the residents in their neighborhoods.

Major Activity # 1: Meet with a group of students, teachers, and administrators from each of the public schools in Planville to develop a management plan for conducting the interviews.
Person Responsible: Mr. Sam Gold
Completion Date: January 1st

Major Activity # 2: Identify a team of people to develop and print 4 ,000 short and simple survey forms.
Person Responsible: Ms. Sue Gray
Completion Date: February 1st

Major Activity # 3: Identify a team of people to train the students in "How to Conduct an Interview."
Person Responsible: Mr. George Brown
Completion Date: February 1st



EVALUATE PROCESS & RESULTS

There are two major dimensions to the evaluation step in the planning process. One, process evaluation provides information concerning the progress of the program of action. Second, results evaluation provides information regarding the outcomes of the program of action and examines the results to determine if the objectives and goals were achieved. These evaluation activities should be continuous through the life of the program of action. When decisions are made about the procedures for conducting both kinds of evaluation prior to implementing the program of action, useful decision-making information is available at all stages of the program.

Process evaluation involves analyzing the implementation procedures to determine if methods and activities are being performed in the way in which they were designed. This dimension of evaluation can be conducted by monitoring and reporting. The procedures for carrying out the process evaluation should describe the methods for collecting, organizing, and reporting information about the progress of the program of action. The description should provide answers to the following questions:

1. Who (specific names) will be responsible for (a) monitoring each major activity, and (b) reporting on the progress made?
2. When (specific dates) will the progress reports be submitted?
3. Who (specific names) will be responsible for collecting the activity progress reports and for developing a program status report?
4. When (specific dates) will the status reports be made available?
5. What will be the form of the activity progress reports and the program status reports?
6. Who (specific name) will receive the program status reports?

If these questions are answered during this step of the planning

process, decision-making information will be available when the program of action is implemented; and the information can be used to make decisions about modifying and/or improving the program of action while it is being implemented.

Results evaluation also can be performed by monitoring and reporting. The procedures to be used for collecting, organizing, and reporting information regarding the outcomes of the program of action should be described so that the following questions are answered:

1. Who (specific names) will be responsible for collecting and reporting information on the achievement of the objectives of the program?
2. What indicators will be used to determine the degree to which the objectives were achieved?
3. Will the program of action be modified and continued or will it be phased out if the objectives are not achieved as stated?
4. Who (specific name) will receive the reports on the results of the program of action?

When procedures for evaluating both process and results are planned prior to the implementation of the program action, useful information is available whenever it is needed. Information from the evaluation of both process and results should be used to improve the program; the planning effort should be a continuous process taking place in a dynamic environment. The evaluation information may indicate that a modification and/or adaptation is needed in the planning focus, the goals and priorities, the resources and restraints, the objectives, the methods selected, the activities, the persons responsible for the activities, or even the procedures for evaluation of process and results. Thus, as this basic step of planning completes the cycle of the planning process as presented in the model, it often provides the impetus to begin another cycle.

IN PLANVILLE

One of the Citizens Planning Committee members who had just moved to Planville was concerned about keeping tabs on the program of action when it was implemented. She had experienced a community development project in another community where no information was gathered on either the process or the results. Many problems resulted from this lack of information. One problem particularly detrimental to the community development project arose when the agencies and organizations which had provided the financial resources needed some type of documentation of how the dollars were spent and what results were gained. This individual's concern for monitoring and reporting on the program of action was so great that she demanded that a plan be designed to collect and report information or she would have no part in the program of action nor would she support it.

Ms. Green was selected to be responsible for developing a system for collecting, organizing, and reporting information about the program of action on recreation. She identified an individual to be responsible for monitoring each major activity and for submitting a written report on what happened. It was Ms. Green's responsibility to share the reports with the total community to keep them informed.

Ms. Green also contacted Mr. Jones who agreed to take the responsibility for collecting information on the degree to which the objectives were achieved. He was to submit a written report to Ms. Green in April which would include a description of the recreational opportunties then available which were not available to the citizens of Planville before this community effort started. This report was also to be submitted to the local newspaper as well as to every agency and organization that had been involved in the project. A letter of thanks was to be enclosed with the evaluation report, and signed, *"The People of Planville."*

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MAXIMS OF PLANNING

Before effective use can be made of the basic steps of planning, regardless of the context in which they are applied, certain philosophical and practical maxims of the planning process must be understood and either accepted or rejected. The following planning maxims are brought together in this format to encourage self-study and discussion.

The planning process
helps make decisions;
it does not make decisions.

The planning process
is best approached objectively,
but the final decisions
are necessarily a subjective matter.

Realistic planning
is reasonably flexible.

People must accept
both the inevitability and
the acceleration of change.

There can be change without improvement
but not improvement without change.

Purposeful change
has both force and direction.

Planning is a cooperative process
with centralized leadership.

One group planning for another
is almost certain to be ineffective.

Reactive and brush-fire tactics
require more energy and money
than preventative strategies.

A change agent is a planner
and a planner is a change agent.

People who plan are
constantly concerned with:

ends	–	*means*
future	–	*present*
theory	–	*practice*
plans	–	*actions*
groups	–	*individuals*
unanimity	–	*concensus*

Planning is
a continuous process.

The planning process is
a means for making decisions
about what will be,
about what ought to be,
about what ought to be done,
about how to go about doing it,
about why changes should be made,
about what changes should be made,
about how changes should be made.

The planning process is
a procedure for interrelating
better information
for better evaluation
for better decision-making
for better programs.

Continuous planning
is a means for
determining procedures,
drafting procedures,
adopting procedures,
implementing procedures,
evaluating procedures,
modifying procedures.

Planning groups
are change groups.

Change-groups
can change institutions.

Changing institutions
depends upon people changing.

Changing people
depends on changing behavior.

Changing behavior
depends upon changing attitudes.

Changing attitudes
depends upon emotional
as well as logical conviction.

Improvement is
a change for the better.

A change for the better
depends upon making better decisions.

Better decision-making
depends upon better planning.

Comprehensive planning
is a logical process for
implementing continuous improvement.

Implementing continuous improvement
necessitates a logical process
for organizing systematic change.

Organizing systematic change
necessitates a logical process
for preparing for the future.

Preparing for the future
necessitates a logical process
for preventing undesirable change
and producing desirable change.

Producing desirable change necessitates
commitment, hard work, cooperation,
involvement and creativity.

Without planning
whatever will be,
will be.

BEYOND THE BASICS OF PLANNING

Because planning is a generic process, there are planning groups for nearly every phase of life. There are economic, educational, political, and social planning groups. There are people who perform career planning, facility planning, environmental planning, and family planning. A general source of information, which publishes a quarterly journal, is the American Institute of Planners, 1776 Massachusetts Avenue, N. W., Washington, D. C. 20036.

The following references are suggested for anyone who desires to explore beyond the basics of planning:

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ABOUT THE AUTHOR

Dr. Ken Young is presently the Director of the Center for the Study of Community Education and Associate Professor of Educational Administration at the West Virginia College of Graduate Studies. In his professional career, he has held positions as Associate Superintendent of Curriculum and Instruction, Director of Research of the Multi-Institutional Teacher Education Center, and Supervisor of Staff Development as well as principal, administrator and professor. His consultant experiences cover a wide spectrum including the areas of educational change process, differentiated staffing, management by objectives, and organizational analysis and have been conducted for such groups as U.S.O.E., state departments, regional groups, school districts, and professional associations. Dr. Young's address is 5422 Karen Circle, Charleston, W. Va. 25312.

COMMUNITY COLLABORATORS

Community Collaborators
P. O. Box 5429
Charlottesville, Va. 22903
(804) 977-1126

PUBLICATIONS

THE FUNDING PROCESS: Grantsmanship and Proposal Development
By Virginia A. Decker and Larry E. Decker

This publication discusses the grantsmanship process in terms applicable to all seekers of external funds to support desired activities. It covers in detail the phases of developing an idea, securing information on sources of public and private funds, researching potential funding sources, writing and submitting the proposal, reviewing the proposal by a funding source, and administering the grant. 6 x 9, hard cover, 120 pages, 1978, $6.95.

CREATING INTERAGENCY PROJECTS. . .
School and Community Agencies
By Joseph Ringers, Jr.

This publication is based on the premise that sharing is basic in interagency programs and that conservation of energy and resources is both a proper and attainable objective. It discusses the basic principles and concepts, leadership, strategies and techniques, influencing bureaucracies, problem solving, creating new linkages, and operational aspects. 8½ x 11, paperback, 56 pages, 1977, $3.95.

COMMUNITY INVOLVEMENT FOR CLASSROOM TEACHERS
By Donna L. Hager, et al.

This publication provides a theoretical base as well as practical ways to implement basic elements of community involvement to enhance the learning process in the K-12 program. It discusses the rationale for teachers' involvement with the community, the use of volunteers, techniques for relating curriculum to the community, and strategies for home visitation. 8½ x 11, paperback, 63 pages, 1977, $2.95.

THE BASIC STEPS OF PLANNING
By Ken M. Young

This booklet highlights planning steps in a manner that is comprehensive enough for community, agency or institutional planning efforts, yet is appropriate for family or personal planning. It covers the areas of focusing planning efforts, determining goals and priorities, identifying resources and restraints, formulating objectives, generating alternative methods, analyzing and selecting the best methods, developing a plan of action, and assessing and modifying the plan. 6 x 9, paperback, 24 pages, 1978, $1.00.

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